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ABSTRACT

This booklet provides a set of learning objectives and a continuum of skills, to facilitate development of a diagnostic/prescriptive program in oral-language development. Listening skills for response to sounds, rhymes and poems, directions, and stories are defined. Also included are an individual student profile, a class profile, additional prescriptive activities, a listing of commercial materials to supplement the program, and a bibliography. Appendixes provide examples of "fingerplays" (exercises combining speaking and hand movements), rhymes and poems, short stories, and choral readings. (KS)

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Oral Language Skills

● Key To Developing Reading Comprehension

By

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INTRODUCTION

With the emphasis the Early Childhood Education programs have placed on developing oral language skills in children five to eight years old, many teachers have been looking for a set of objectives or continuum of skills that is manageable in the classroom. This book is intended to provide a manageable diagnostic/prescriptive program in oral language development.

Research indicates that there is a strong correlation between oral language skill and reading ability. Most teachers of reading would agree that listening, speaking, reading and writing are interrelated and should not be taught in isolation. In order to emphasize the importance of language facility, a program has been planned which will develop oral language skills. This program philosophy includes the following:

1. Listening, oral expression and reasoning skills can be taught in a developmental sequence which will result in reading comprehension. Reading comprehension is basic to skill in writing.

2. Perfect sequencing of skills is impossible because children learn in different ways and at different times

3. It is not necessary to have checklists in all the different language areas. This is an attempt to make one list of 26 objectives which uses listening activities to elicit oral responses and to incorporate the development of reasoning skills.

The program lists 26 objectives that relate to listening, oral expression and reasoning skills. However, to make a language skills continuum that is complete, nine additional objectives have been listed. These nine objectives do not have diagnostic and prescriptive activities included.

RATIONALE FOR THE PROGRAM

In elementary classrooms, students are profiting from a variety of creative oral language activities such as puppetry, storytelling and readers theater. Such oral language activities lead to the development of reading skills when related to specific learning objectives and presented in a structured sequence.

The rationale for developing this program is based on the following six assumptions:

I. Concrete experiences are necessary in developing language skills

A systematic set of experiences is needed to build underlying competence in skills in observation and description for a child to function.

Children need sequences of experiences that teach observation and description that attend to shape, size, color, quality of parts, where found, and how used. Through planned activities teachers can help children build a strategy for identifying the attributes of objects.

II. Listening is a combination of hearing, understanding and remembering

A child is first exposed to language through listening. The ability to listen has not been fully developed at birth nor can it be learned all at once.

Development of listening skills can be enhanced by providing pupils with sequential listening experiences directed toward increasing the child's memory bank of words and related objects.

III. Listening comprehension skills can be taught and enhance reading comprehensive skills

A well-planned instructional program will teach listening comprehension so that a child will learn to obtain maximum benefit from the language environment that surrounds him. If a child can comprehend oral language he will be better equipped to understand what he reads.

IV. Reading insruction is based upon listening and speaking skills

Reading is a language process, the direct counterpart of listening. Usually children are more succesful at learning to talk and listen than they are at learning to read and write. Too often reading is taught as a set of skills to be learned rather than a language process to be mastered.

V. Language facility is one of the more important readiness factors that is trainable

Upon entering school, children come from home situations which differ widely in the quality of language and opportunity for usage. Therefore, it is imperative that all children in the early grades experience activities which enable them to use language, to tell stories, to sequence ideas and anticipate outcomes.

VI. A child's vocabulary is a reflection of his level of development and his thinking processes

A child enters this world with a physical and mental potential for speech. His language ability level will be determined to a high degree by his intellectual capacity and his physical well-being.

If teachers truly believe the importance of oral language and its relationship to listening, reading and writing, then the development of oral language skills should have priority in the daily program.

The development of oral language skills is not an easy task. Realizing the importance of teaching certain skills is not as difficult as determining how to teach these skills.

It is very important to have a strong language experience and concept development program in kindergarten and the early grades. However, it is well for the teacher to remember that everything taught in the classroom need not be tested nor on a checklist. With this in mind, the following set of objectives was developed.

OBJECTIVES TO DEVELOP ORAL LANGUAGE SKILLS

All of the listening activities listed require a verbal response from the child.

I. Listening and responding to sounds.

1. Identifies three familiar sounds.
2. Identifies the direction from which three sounds come.
3. Identifies three familiar sounds in sequence.

II. Listening and responding to rhymes and poems.

4. Recites a minimum of three nursery rhymes, finger plays or poems.
5. Demonstrates comprehension by answering two questions about each of the three rhymes, finger plays or poems.
6. Identifies rhyming words in poems and nursery rhymes.
7. Participates in group choral speaking activities.

III. Listening and responding to directions.

8. Follows simple directions to complete a task.
9. Recalls and repeats simple directions.
10. Follows complicated directions to complete several tasks.
11. Follows five step directions, recalls and repeats the directions in sequence.

IV. Listening and responding to stories.

12. Retells in proper sequence a short story of three or four sentences.
13. Correctly answers at least two questions related to a short story.
14. Participates in group storytelling.
15. Is able to make a complete sentence.
16. Is able to retell a story.
17. Is able to answer literal content questions.
18. Is able to answer interpretive questions.
19. Is able to answer evaluative questions.
20. Is able to answer at least five questions.
21. Continues telling a familiar story.
22. Can rearrange a story in proper sequence.
23. Is able to make a complete sentence using descriptive words.

V. Speaking Skills not specifically related to listening.

24. Is able to describe specific objects, places, or events.
25. Participates in group discussions.
26. Plans and organizes an oral presentation.

OBJECTIVES RELATED TO WRITING SKILLS

VI. Handwriting

27. Correctly forms manuscript letters, upper and lower case with correct spacing.
28. Correctly forms cursive letters, upper and lower with correct spacing between words.

VII. Composition

29. Constructs and writes a sentence answering questions who, what, when, where, and why.
30. Writes own limericks, riddles, or poems.
31. Writes an original story with a beginning, middle, and end.
32. Writes letters according to designated criteria.
33. Correctly uses punctuation.
    a. capital letters
    b. periods, commas, question marks
    c. quotations

VIII. Spelling

34. Applies spelling rules.
35. Correctly writes dictated sentences.

I. LISTENING AND RESPONDING TO SOUNDS

(Children will make oral responses to questions)

A. The following may be used as a screening activity for objectives 1 - 3.

1. Identifies three familiar sounds

Children will close their eyes while teacher makes sounds (ex: taps on desk, snaps fingers, or crushes paper).

The children respond by naming the sound.

2. Identifies the direction from which three sounds come

Children close their eyes and identify sounds that can be heard from:

a. in front of the room

b. outside

c. in the hall

d. from the room next door

3. Identifies three familiar sounds in sequence

Children close their eyes while teacher makes sounds (ex: closing door, clapping, tapping foot on the floor, etc.)

Children are then asked to repeat the sequence in which the sounds were made.

B. The following prescriptive activities can be used to train children to listen to sounds effectively.

1. The teacher calls attention of the group to sounds such as: tapping, clapping, closing the door, etc.

   Children close eyes and identify type of sounds made by the teacher.

   Game: Children sit in a circle. One child is "It" and closes eyes. Teacher points to one child to make any sound for "It" to identify.

   Tell a short story using simple sound effects.

   Example: Johnny loved his brand new boots. He stamped his feet hard to hear the sound. Then he tapped his toe and listened to the soft tapping sound. He was so happy to have new boots he clapped his hands.

2. Children are scattered around the room. "It" is blindfolded and stands in center of room. Teacher points to a child who is instructed to make any sound, disguising his voice. "It" must point to the section of room from which the sound has come.

3. Children are asked to close their eyes and listen to sounds around them. The teacher should add additional sounds such as dropping a book, sharpening a pencil, writing on the chalkboard. Allow about one minute for the listening, then ask children to open their eyes. Ask what sound they heard first, second, etc.

4. Children are asked to initiate a simple rhythmic pattern.

   Teacher says, "Listen closely while I clap."

   (repeat)

   Have children repeat the pattern.

   Make the rhythmic patterns more complicated as the children are able to perform the task.

II. LISTENING AND RESPONDING TO RHYMES AND POEMS

(Children will make oral responses while participating in activities.)

A. The following can be used as screening activities for objectives 4 - 7.

4. Recites a minimum of three nursery rhymes, finger plays or poems. (Suggest title of familiar rhymes, finger plays and poems.)

Example:

Jack and Jill went up the hill
To fetch a pail of water.
Jack fell down
And broke his crown,
And Jill came tumbling after.

Five little squirrels sitting on a tree.
(hold up left hand)
This one says, "What do I see?"
(point to thumb)
This one says, "I smell a gun."
This one says, "Oooh, let's run."
This one says, "I'm not afraid."
This one says, "Let's hide in the shade."
Then bang went the gun.
(clap hands)
And away they ran, everyone.
(hand behind back)

Mrs. Pussy, sleek and fat,
With her kittens four,
Went to sleep upon the mat
By the kitchen door.
Mrs. Pussy heard a noise;
Up she jumped in glee.
"Kittens, maybe that's a mouse!
Let us go and see."
Creeping, creeping, creeping on,
Silently they stole;
But the little mouse had gone
Back into his hole.

5. Demonstrates comprehension by answering orally a minimum of two questions about each of the three rhymes, finger plays or poems.

Teacher should read a familiar rhyme or poem, then questions such as the following should be asked: (Use who, what, when, where and how questions.)

In Jack and Jill -

a. Who was the first to fall down?

b. What were the children going to get?

In Mrs. Pussy Cat -

c. Where did Mrs. Pussy Cat and her kittens go to sleep?

d. How did Mrs. Pussy Cat and the kittens go to find the mouse?

6. Recognizes rhyming words in poems and nursery rhymes when asked to listen for words that sound alike.

Listen to the rhyme: Little Miss Muffet sat on a tuffet.

Which word did you hear that rhymes with Miss Muffet?

7. Participates in group choral speaking activities.

Use familiar nursery rhymes and poems.

B. The following are prescriptive activities which can be used to train children to listen to rhymes and poems effectively.

1. Every day introduce an additional nursery rhyme to a group of children.

   a. Teacher recites it to the children.

   b. Teacher asks who, what, when, where and how questions.

   c. Children learn a rhyme or poem for a choral speaking activity. (When children are familiar with the rhyme or poem, divide group for special parts.)

   d. Teacher asks children for words that sound alike.

2. The same methods should be used with songs.

III. LISTENING AND RESPONDING TO DIRECTIONS

(In most instances children will make oral responses. Some tasks are developmental and do not necessitate an oral response.)

A. The following can be used as screening activities for objectives 8 - 11.

The three skills of repeating, recalling and sequencing are involved in all of these tests. The teacher will be able to observe which of these skills the children have developed.

8. Follows simple directions to complete a simple task.

Please stand up. Bend down. Now sit down again.

9. Follows a simple direction to complete a simple task, recall and repeat direction.

Teacher says, "Please stand up."
Children perform task.
Teacher says, "What did you do?"
Children respond, "I stood up."

Teacher should make directions progressively more complicated.

10. Follows complicated directions involving several tasks.

Take this pencil. Make a mark on the paper.
Erase (or scribble over) your mark.

After children have completed task they are asked to recall, and repeat the direction in sequence.

11. Follows five step directions.

I am going to tell you some things I would like you to do. Wait until I'm finished telling you the whole thing, and then please do them: Clap hands twice, stand up, turn around once, walk to book shelf, return to seat.

After children have completed tasks, they recall what they did and repeat the directions in sequence.

B. The following are prescriptive activities which can be used to train children to listen to directions effectively.

1. In the beginning the teacher says, "Do what I say." The teacher demonstrates the activity.

   Example: Touch the floor.
   Clap your hands.
   Tap your foot.

   Have children take turns, giving simple directions to each other.

2. Make pictures according to teacher's verbal instructions such as "Take a square shape and paste it on your paper." (Teacher should have precut squares, circles, and triangles.)

   After three tasks have been completed the children should repeat verbally the sequence of tasks. The teacher should provide a model by starting, "I pasted a square, then I . . ."

3. Use a puppet to give the children directions.

   Example: Hop on one foot.
   Touch your toes.
   Crawl on your hands and knees.

4. Have children repeat sentences after the teacher.

   Example: I like to play with my friend.
   I can write my name.
   I see a tree.

IV. LISTENING AND RESPONDING TO STORIES

(Children will make oral responses while participating in activities.)

A. The following can be used as screening activities for objectives 12 - 23.

12. Retells in proper sequence a short story (three or four sentences) that has been read aloud.

Story: Debbie's father took her to the new shopping center. She saw a red purse in the window that she wanted very much. She was so happy when her father went into the store and bought the purse.

Teacher says, "Please tell me the story just as I told you."

(Children may substitute words, but the sequence must be the same.)

13. Correctly answers orally at least two questions related to a short story that has been read aloud.

Story: Sue and Don went into the kitchen one morning to eat their breakfast. Their mother said, "I have to go to work now. Your breakfast is all ready on the table for you. Have a good day at school. I will see you after you return from school."

Questions: What time of day was it?

Where was Sue and Don's mother going?

When will their mother return home?

14. Participates in group storytelling

Make up a small group or class story. Let children suggest subject. (Picture from a book or magazine helps to get the story started.)

Example: The teacher could say, "How would you feel if _____ happened?"

After the story has been started let different children make contributions. Record story on a chart. Read it back to them. Ask for title questions. Then let the class or group choose the one they want.

15. Is able to make a complete oral sentence. (The lessons in oral comprehension that follow are structured to develop concepts and vocabulary.)

a. Select a library book to read aloud to a group of children.

b. Select one or two key words that can be used to develop concepts and vocabulary.

Example:

Title - "What Mary Jo Shared" by Janice May Udry

Vocabulary - clustered - (a group of things that have been put close together)
determined - (certain, or will do)

c. Explain the meaning of the two vocabulary words and then use each of them in a sentence.

d. Begin by asking a key question prior to reading the story.

The children are to listen as the teacher reads and they raise their hands when they know the answer. Let one child answer the question; then ask the next key question and go on reading.

Key questions:

Page 1 - Who is Laurie? (a friend)
Page 2 - What color was Mary Jo's raincoat? (pink)
Page 5 - What word describes how the children were standing? (a) sad (b) happy
(c) clustered
Page 9 - How did Mary Jo feel after her dream? (sad)

e. Help several children make a complete sentence with one of the new vocabulary words.

Throughout the day the teacher should find ways to use the vocabulary words (when appropriate).

Example: John is determined to finish his math today.

This activity should be done with a different book for three or four days. Then take a day to review the total list of vocabulary words. The words could be printed on cards and put in a learning center. An aide could work with individual children by helping them make a complete sentence.

16. Is able to retell a story from a library book that has been read aloud.

The teacher asks a child to retell the story in his own words.

17. Is able to answer orally literal content questions about a story that has been read aloud.

The teacher asks a child a question during the story or after the story has been completed.

Examples of literal content questions are:

1) Questions about facts (one word answer or multiple choice of yes or no.)

2) Who is the main character?

3) When did the event happen?

4) Where did a character in the story go?

5) What was the name of a character or What was the color of some object?

18. Is able to answer orally interpretive questions about a story that has been read aloud.

The teacher asks a child questions during the story or after the story has been completed.

Examples of interpretive questions are:

1) What kind of story is this? (mood) happy, sad, etc.

2) Name two events in the story and ask which happens first in the story.

3) What might happen next in the story?

4) What is the main idea of the story? (Give two choices.)

19. Is able to answer orally evaluative questions about a story that has been read aloud.

The teacher asks a child questions during the story or after the story has been completed.

Examples of evaluative questions are:

1) What kind of story is this? (give two choices, really true or could not have happened.)

2) What does the story say? (moral) (give two choices.)

3) Which of these events, objects, etc., are not in the story? (list three items.)

4) Have children make a picture to illustrate an event or something in the story and then describe picture to class.

   Example: "Draw a picture of what you would like to do in the snow." or "Draw a picture of a kind of animal that lives in your part of the country."

5) Why did a certain event occur?

   Example: How long ago do you think this story took place? (When our grandparents were children.) Why? (Because of of the horse-pulled milk wagon.)

20. Is able to answer orally at least five question related to a story that has been read aloud.

Example: A little bird had five brothers. His brothers said, "Come fly with us." But the little bird did not fly with his brothers. He was so afraid. So all five of his brothers flew south without him. Soon the days and nights became very cold. The little bird could not find food on the ground.

He saw a girl put some seeds on her window sill. The window sill was very high and he could not walk to get them. He needed to fly, but he was afraid to try. He said, "I must fly or I surely will die." So he tried and tried and he flew up to the window. The girl took care of him until spring.

The next fall he flew south with his brothers.

1) How many brothers did the little bird have?

2) Why didn't he go south?

3) What did the girl put on her window sill?

4) Why did the little bird finally fly?

5) Where did he go in the fall?

21. Continues telling a familiar story when the previous storyteller stops.

Example: "Once upon a time, there were three bears..."

22. Can rearrange a story in proper sequence when told a scrambled version.

Example: Retell this story in the proper order:

I'll huff and puff, one little pig built a house of straw, I'll blow your house down, the big bad wolf said.

23. Is able to make a complete oral sentence using descriptive words.

Example: The teacher asks the student to make a sentence using the word "bird". The student responds with "The bird is flying."

The teacher asks children for ways to make the sentence more interesting by asking questions such as "What kind or color was the bird?" "Where is the bird going?" The children might respond by saying "The little blue bird is flying to his nest."

B. The following are prescriptive activities which can be used to train children to listen to stories effectively.

1. Have short stories typed on cards and put in a learning center and have an aide practice this activity with different children.
(See objective 12)

2. Have stories and questions put on cards.
(See objective 13)

3. Have children dictate or write short stories or questions for the learning center.

4. Keep all small group or class stories in a learning center for children to review with each other.

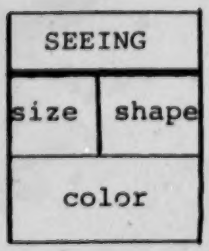
5. The library books that have been read to the class could be displayed in one area with the vocabulary words from each book. Children could use these words in sentences to each other or to an aide.
(See objective 15)

6. Accumulate children's favorite words in a word bank.

7. Make additional cards with story starters and short stories out of sequence and use in a learning center.
(See objectives 21 and 22)

8. An excellent way to help children develop good sentence structure and use descriptive words is to have a learning center with charts for <u>seeing</u> words, <u>hearing</u> words, <u>smelling</u> words, and <u>tasting</u> words.

Examples: Have children draw or cut out pictures that denote size, color or shape; as a group project make a chart.



Have the children put the pictures in the proper category. Have the children tell the teacher what words to write on the chart by each picture.

The children then make up sentences using the words on the chart.

Later the teacher could put the chart in the learning center and have an aide continue the process. This activity could lead into letting the children write their own sentences.

9. The TOTAL READING program has many additional ideas for developing descriptive sentences.
(See the section on Commercial Material)

INDIVIDUAL STUDENT PROFILE

ORAL LANGUAGE SKILLS All of the listening activities listed require a verbal response from the child.	Mastered on Initial Test	Date Instruction Began	Mastered after Instruction	COMMENTS ON SPECIFIC NEEDS
LISTENING AND RESPONDING TO SOUNDS				
1. Identifies 3 sounds				
2. Identifies direction of 3 sounds				
3. Identifies 3 sounds in sequence				
LISTENING AND RESPONDING TO RHYMES AND POEMS				
4. Recites 3 or more rhymes				
5. Answers 2 questions about each rhyme recited				
6. Identifies rhyming words				
7. Participates in choral speaking				
LISTENING AND RESPONDING TO DIRECTIONS				
8. Follows simple directions				
9. Repeats simple directions				
10. Follows complicated directions				
11. Follows and repeats 5 step directions				
LISTENING AND RESPONDING TO STORIES				
12. Retells short story in sequence				
13. Answers 2 questions from short story				
14. Participates in storytelling				
15. Makes complete sentence				
16. Retells a story				
17. Answers literal content questions				
18. Answers interpretive questions				
19. Answers evaluative questions				
20. Answers 5 questions orally from a story read aloud				
21. Completes a familiar story				
22. Puts story in proper sequence				
23. Makes a complete sentence with descriptive words.				
SPEAKING SKILLS NOT SPECIFICALLY RELATED TO LISTENING				
24. Describes objects, places and events				
25. Participates in group discussions				
26. Plans and organizes an oral presentation				

OBJECTIVES TO DEVELOP ORAL LANGUAGE SKILLS

All of the listening activities listed require a verbal response from the child.

I. Listening and responding to sounds.

1. Identifies 3 sounds.
2. Identifies direction of 3 sounds.
3. Identifies 3 sounds in sequence.

II. Listening and responding to rhymes and poems.

4. Recites 3 or more rhymes.
5. Answers 2 questions about each rhyme recited.
6. Identifies rhyming words.
7. Participates in choral speaking.

III. Listening and responding to directions.

8. Follows simple directions.
9. Repeats simple directions.
10. Follows complicated directions.
11. Follows and repeats 5 step directions.

IV. Listening and responding to stories.

12. Retells short story in sequence.
13. Answers 2 questions from short story.
14. Participates in storytelling.
15. Makes complete sentence.
16. Retells a story.
17. Answers literal content questions.
18. Answers interpretive questions.
19. Answers evaluative questions.
20. Answers 5 questions orally from story read aloud.
21. Completes a familiar story.
22. Puts story in proper sequence.
23. Makes complete sentence with descriptive words.

V. Speaking Skills not Specifically Related to Listening

24. Describes object, places and events.
25. Participates in group discussions.
26. Plans and organizes an oral presentation.

OBJECTIVES RELATED TO WRITING SKILLS

VI. Handwriting

27. Forms manuscript letters.
28. Forms cursive letters.

VII. Composition

29. Writes sentences.
30. Writes own limericks, riddles, or poems.
31. Writes original stories.
32. Writes letters.
33. Correctly uses punctuation.

VIII. Spelling

34. Applies spelling rules.
35. Writes from dictation.

CLASS OR GROUP PROFILE - The numbers coincide with the objectives above.

NAME	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35

MINI-LESSONS
(Numbers correspond to objectives)

I-1 Take a walk outside listening to a variety of sounds. (Example: birds, sirens, cars, trucks)	I-1 Produce three sounds - ring a bell, tap the table, shake a rattle. Have the child close his eyes and guess the sounds.
I-2 Have the child close his eyes. Move around the room and say the child's name. As you move to a new place, have the child point in the direction in which he hears your voice.	I-2 Produce three sounds in different parts of the room. (Example: shuffle your foot, tap the table, clap two times.) Have the child point to the direction from which the sound came.
I-3 Make three sounds. Have the child repeat the sounds in order. (Example: clap hands, tap foot, whistle)	I-3 Go outside and identify three sounds with the child. (cars going by, car horns, dog barking, running feet, laughing) Have child tell three sounds he heard in order.

II-4

(See Appendix "B" for additional rhymes and poems.)

II-5

(See Appendix "B" for the poem "The Little Turtle")

Ask questions:

"Where did the turtle live?"

"Who didn't the turtle catch?"

II-6

Child is asked to supply the rhyming word:

Farmer Day
cut the _____

Grocer Ted
sold the _____

Walker Bill
climbed the _____

Mr. Brown
went to _____

II-6

Give a word (for example: day, tree, cat, man) and have child tell as many words as he can that rhyme with it.

II-7

(See Appendix "D" for Choral Speaking.)

III-8

Give directions to child to touch familiar object in the room. (Example: the piano, the door.) Name parts of the body and have child respond by pointing to the part named. (Example: "Point to your eyes.")

III-9

Encourage the child to tell daily happenings in the correct order. "What did we do first?", etc. The teacher may even write these down and help the child read them back.

III-10

Write two or three step directions on slips of paper. The child could help compose the directions. Put slips in a bowl. Have the child choose a slip and the teacher reads the directions and child responds. (Example: Clap 5 times, touch the floor, touch a friend.)

III-11

Directions for drawing. "Listen to everything I say before you do anything, then do what I say."

get a piece of paper
pick up a pencil
draw a straight line
draw two circles
draw one square

Then have child repeat the directions in sequence.

III-11

Have a child take a piece of drawing paper and crayon and give the following directions:

draw a big tree
draw a little bird in the tree
draw something silly in the sky
draw an orange sun

Then have the child repeat the directions in sequence. The teacher should ask, "What did you draw first, second, etc."

IV-12

Name three or four colors, foods or animals in a sequence. Ask the child to repeat the colors, foods or animals in order.

IV-12

Name three or four colors in a sequence. Then hand colored papers of each color to the child so he can put them in the order he heard. Do this several times, mixing the colors each time.

IV-13

Read the following to the child: "Bill was playing with a top. 'Let me see you spin it,' said Jack. Bill made it go very fast. 'I wish I had that top,' Jack said."

Ask questions:
1. "Who was playing with the top?"
2. "What did Jack tell Bill to do?"

IV-13

Read the following to the child: "'It's a hot day,' said Tom. 'It's too hot to play. It's too hot to do anything. I wish Mother would take us swimming.'"

Ask questions:
1. "What kind of a day was it?"
2. "Where did Tom want to go?"

IV-14

Have the child tell the events of his day at school. Record his story as he tells it. Read the story back to the child. Have the child pick out any words he may know in his story.

IV-14

Paste a picture that might appeal to the child on a folder or at the top of a piece of paper. On the paper list any words describing the picture that the child might need to write a story. Help the child with spelling as he writes the story about the picture.

IV-15

Make word cards with these words on them:

to	the	I	store
walked	ran	like	toy
we	from	buy	to
Tom (child's name)			

Have child arrange these words into as many sentences as possible.

IV-16

Tell the following story slowly:

"Mother cleans the dishes when dinner is over. Dick and Mary help her. The children dry the dishes. They get the work done very quickly."

Ask the child to retell the story.

IV-17

Read the following story to the children:

"The crow is a clown. He likes to play tricks on people. No bird has as many tricks as the crow. Sometimes people don't always like his tricks."

Ask literal questions:

What kind of bird did the story talk about?
What does the crow like to do?

IV-17

Have children answer "yes" or "no" to the following questions:

Is a dog purple?
Are some apples red?
Is milk yellow?
Is an apple a fruit?
Does a rabbit hop?
Do snakes have legs?
Does a ball bounce?
Is a ball square?

IV-18

Read the following story to the children:

Mr. Jones is a farmer. He lives on a big farm. Mr. Jones has cows on his farm. He has pigs, too. Mr. Jones must grow corn. He must grow hay. He feeds the corn and hay to the animals. Mr. Jones is a very busy farmer."

Then ask the children, "What is the main idea of the story?" (Mr. Jones is a busy farmer.)

IV-18

After reading a library book to the children ask them to draw and tell four main events in the story.

(Fold paper in four parts.)

IV-19

Read the following story to the children:

Mother made a huge cake. It was a birthday cake for Father. The cake had ten candles. We all laughed when we saw the cake. We knew that Father was not ten years old.

Ask children, "What kind of story is this?" (funny or sad.)

IV-19

After reading a library book to the children ask them to draw and tell what they think will happen next in the story.

IV-20

Read the following story to the children:

"A little boy went to a candy store with his sister. He saw some red candy. He saw some yellow candy. He bought some of the candy. Mmmm. It was good."

Ask the following questions:
1. Where did the little boy go?
2. What did he see?
3. How did the candy taste?
4. Who was with the little boy?
5. Do you think the boy will share his candy?

IV-21

Re-read a favorite library book to the children. Begin the story and then let one of them continue telling the story. Use stories that have a sequence of events such as "The Three Bears", "The Three Billy Goat Gruffs" and "The Big, Big Turnip."

IV-22

Have the children listen to a story. (See Appendix "C".) Read any story, then have the children draw sequential sets of pictures to follow the storyline.

IV-22

Ask the children which of these events happened first. Read the following:

"Goldilocks broke the little bear's chair."
"The three bears took a walk into the forest."
"The three bears found that someone had been tasting their porridge."

Ask which event happened second? Which was third?

IV-23

Have a child bring his favorite toy or book to you. Have him tell about the toy using complete sentences.

Example: If the toy is a truck the following may be a conversation.

Teacher: "What do you have?"
Child: "I have a truck."
Teacher: "What color is the truck?"
Child: "The truck is red."

IV-23

Each child selects a picture and then chooses something in the picture to describe.

Examples: It is long. It is brown and white. It can run fast.

COMMERCIAL MATERIALS

Listed below are only some of the materials presently available to supplement this program to develop oral language skills.

1. American Book Co., 300 Pike Street, Cincinnati, Ohio 45202, Patterns of Language, (Textbooks at grade levels with language activities. There are teachers manuals and student textbooks.)

2. American Guidance Service, Inc., Circle Pines, Minn. 55014, Peabody Language Development Kit. (Contains teacher manual with daily lesson plans, color-stimulus cards, story and word cards, puppets, and tape recording of six fairy tales.)

3. Anderson, Paul S. Story Telling and the Flannel Board, T. S. Denison & Co., 1967, 270 pp. (This book has patterns for flannel board as well as the stories.)

4. Bank Street College of Education - Inter-Act Pop Out Puzzles. (For concept and vocabulary development) 8 puzzles, priced at $2.75 each.

5. Brook Clay Associated, 260 Eldert St., Brooklyn, N.Y. 11207. Sets of Read Together Storybooks with Game Board and puzzles.

6. Crabapple Productions, 1717 N. Highland Ave., Los Angeles, California 90028. "Get It All Together", (High-Interest Task Cards) $5.95.

7. Developmental Learning Materials, 7440 North Natchez Ave., Niles, Ill. 60648, D.L.M. Auditory Perception Training Program.

8. Encyclopedia Britannica Press, 1967 Language Experiences In Reading, Levels I, II, III

9. Follett Publishing Company, 1010 West Washington Blvd., Chicago, Ill. 60607. (The program has ten activity packages used to develop essential language skills and basic concept development.)

10. Ginn and Company, Xerox Educ. Co., 191 Spring Street, Lexington, Mass. 02173. Communication Skills Program - Expressive Language. (A Drama and Public Speaking Program.)

11. Greater San Diego Reading Assoc., P.O. Box 1298, La Mesa, Calif. 92041.
Language Arts Task Cards, Volume I, 1973
(100 ready-to-use task cards, all grade and ability levels.) $3.50
Language Arts Task Cards, Volume II, 1974
(Task cards plus open-ended gameboards, ready-to-use, primary level, K-3.) $3.50
Reading Games, Volume I, 1971 (revised 1974)
(Over 100 games to enhance your reading program, with a variety of skills represented.) $3.50
Reading Games, Volume II, 1972
(100 MORE games for your reading program, that complements Volume I.) $3.50
Readers Theatre Sampler, 1975
(Definition of readers theatre, bibliography, and samples to use in the classroom.) $3.50
Oral Language Activities, 1976
(Ideas by language arts specialists, activity cards, puppet patterns, jump rope jingles, and finger plays.) $4.00

12. Herr, Selma (See Bibliography)

13. The Instructional Fair, Box 6190, Grand Rapids, Mich. 49506, Critical Incidents - Social Studies, (Children are given problems to which they must offer solutions.)

14. Lowell & Lynwood, Ltd., 965 Church St., Baldwin, N.Y. 11510. "Super Ears" - (Auditory Readiness Series - Records and Cassettes) $12.05 - $13.50.

15. New York Teaching Resources, 100 Boylston St., Boston, Mass. 02116. "Fokes Sentence Builder" (A structured, comprehensive oral language program that develops skills in verbal expression, comprehension and sentence construction.) Kit $39.00.

16. OMSD Language Development Management System, Ontario-Montclair School District, Calif.

17. Opportunities for Learning, Inc., 5024 Lankershim Blvd., Dept. ECP, North Hollywood, Calif. 91601.
Phone (213) 763-5553.

18. Rand McNally & Co., Box 7600, Chicago, Ill. 60680.
"Discoveries for Young Americans" (Kit for concept development, oral language and listening skills) $198.00.
"Spelling/Language Learning Games Kits" - Kit 1:
Rhyme Time (Rhyming word patterns)
Get Set (Using words in sentences)
Train (Expressing Word meaning)

19. Random House, Inc. 400 Hahn Road, Westminster, Md. 21157.
"Goal-Language Development" (Game Oriented Activities for Learning)

20. Russell, David H. and Elizabeth F. Russell,
Listening Aids Through The Grades. (Book of Activities)

21. Scott, Louise Binder and J. J. Thompson, Talking Time,
McGraw Hill, 1966, 408 pp.
(Philosophy and activities to develop language)

22. Scott, Foresman
"Reading Unlimited Kindergarten Program".

23. SRA Reading Lab. Ib - The Listening Skill Builder Program.
(Sixteen Listening Skill Builders - each consists of a story or article to be presented orally to the class as a whole and two sets of exercises.)

24. Teacher Exchange of San Francisco, 600-35 Avenue,
San Francisco, Calif. 94121.
"Reading Comprehension Activity Cards"
(5 1/2 x 8 1/2 - 48 cards $4.95)

25. Total Reading, 71 Gaywood Place, Moraga, Calif. 94556.
Total Reading Program (Emphasis development of oral comprehension.)

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APPENDICES

Appendix "A" - Fingerplays

Appendix "B" - Rhymes and Poems

Appendix "C" - Short Stories

Appendix "D" - Choral Reading

TEN FINGERS

I have ten little fingers
And they all belong to me.
I can make them do things.
Would you like to see?
I can shut them up tight
Or open them wide.
I can put them together
Or make them all hide.
And hold them just so.
(Follow action as rhyme
indicates)

ON MY HEAD

On my head my hands I place,
On my shoulders, on my face,
On my hips and at my side,
Then behind me they will hide.
I will hold them up so high;
Quickly make my fingers fly.
Hold them out in front of me;
Swiftly clap--one, two, three.

STRETCHING MAN

I am a Stretching Man.
I stretch and stretch
as far as I can.
I stretch my neck,
I stretch my hands,
I stretch my legs like
rubber bands.
And then the stretch
goes out of me,
And I'm as limp as I can be.
(Excellent for relaxing)

LOOK AT ME

Look at me, clean hands,
clean face.
My hair is combed and nicely
in place.
Now I am ready to begin the
day
To study and sing and even
play.

TWO LITTLE EYES

Two little eyes
that open and close.
Two little ears
and one little nose.
Two little cheeks
and one little chin.
Two little lips with
the teeth closed in.

THIS IS THE CIRCLE THAT IS MY HEAD

This is the circle that is my head
(Make large circle with both hands)
This is my mouth with which words are said.
(Point to mouth)
These are my eyes with which I see,
(Point to eyes)
This is my nose that's a part of me.
(Point to nose)
This is the hair that grows on my head.
(Point to hair)
This is my hat, all pretty and red,
(Place hands on head, fingers pointed up and touching)
This is the feather so bright and gay.
(Extend index finger upward along side of head)
Now I'm all ready for school today.

OVER THERE

Over there the sun gets up
And marches all the day.
At noon it stands right
overhead
At night it goes away.

HERE'S A CUP

Here's a cup, and here's a cup
and here's a cup of tea.
Pour a cup and pour a cup and
have a drink with me.

TEAPOT

I'm a little teapot
short and stout.
Here's my handle,
Here's my spout.
When I get all steamed up
People shout
Tip me over, pour me out.

OPEN THEM, SHUT THEM

Open them, shut them,
Open them, shut them.
Give them a little clap.
Open them, shut them,
Open them, shut them.
Put them in your lap.
Creep them, creep them
Right up to your chin.
Close your mouth so nice
and tight
And do not let them in.

LITTLE BOY

This little boy is going to bed
Down in the pillow he puts his
head.
Wraps himself in covers tight.
Morning comes, the sun is high.
Back with a toss the covers fly.
Up he jumps and is dressed and
away
Ready for school today.

PETER BUNNY

Up pops Peter Bunny,
who hops down the lawn
And he sees Mr. Sun and says,
"Please don't let it rain."
For I want to sing and dance
all along the way,
Do many other things before
the end of the day.

INKY DINKY SPIDER

The Inky Dinky Spider
Went up the water spout.
Down came the rain
And washed the spider out.
Up came the sun
And dried up the rain.
And the Inky Dinky Spider
Went up the spout again.

GRANDMOTHER'S GLASSES

These are grandmother's glasses
This is grandmother's book.
Grandmother puts her glasses on
And opens up her book.

TWO LITTLE FEET

Two little feet to tap, tap, tap.
Two little hands to clap, clap, clap.
Each little child leaps up from his chair.
Two little hands reach high in the air.
Two little hands go thump, thump, thump.
Two little feet go jump, jump, jump.
Each little child turns round and round
Then each little child sits quietly down.

GETTING READY TO LISTEN

Let your fingers pound together.
Let your fingers clap.
Let your fingers pound together.
Put them in your lap.

Let me see your wide-awake eyes.
Let me see your smiling faces.
Let me see you sitting tall
With nothing in your hands at all.

Little boys' hands go round and
round.
Little girls' hands go up and down.
Everyone's hands on the desk to
stay.
Everyone's eyes looking this way.

MY HANDS

I put my hands upon my head,
Upon my shoulders,
At my waist.

I stretch my hands
Away up high
And let my fingers fly.

I clap my hands,
One, two, three.
And see how quiet I can be.

(Fold hands in lap and
sit quietly.)

THE WIND AND THE LEAVES

Leaves are floating all around,
(Raise arms high overhead and let
them float slowly down, fluttering
fingers a little to represent
falling leaves.)

They make a carpet on the ground.
(Place arms out in front of body
and spread them, palms down, in two
opposite directions to indicate a
carpet on ground underfoot.)

QUIET TIME

This is my quiet time.
My hands and feet are still.

My head is down
My eyes are closed.

This is my quiet time.

(Play this is your quiet time.
Sit as quietly as you can.
Voice becomes softer and
softer, and slower.)

THE BUNNY

Here is a bunny with ears so funny,
(index and third finger of right
hand make ears; ears droop.)

And here is a hole in the ground.
(left hand on hip.)

A tiny noise he hears,
(scrape foot on floor very gently)

And he pricks up his ears
(ears straight up quickly)

And hops straight to his hole in
the ground.
(rabbit--right--hand--hops into
the hole.)

RAGGEDY ANN

Raggedy Ann is my best friend.
She's so relaxed;
Just see her bend.
First at the waist,
Then at the knee.
Her arms are swinging,
Oh, so free.
Her head rolls around
Like a rubber ball
She hasn't any bones at all.
Raggedy Ann is stuffed
with rags.
That's why her body
wigs and wags.

APPENDIX "B" - Rhymes and Poems

1

Humpty Dumpty sat on a wall,
Humpty Dumpty had a great fall;
All the king's horses and
All the king's men
Couldn't put Humpty Dumpty
Together again.

2

Old Mother Hubbard
Went to the cupboard,
To get her poor dog a bone;
But when she got there,
The cupboard was bare,
And so her poor dog had none.

She went to the baker's
To buy him some bread,
But when she got back,
The little dog had been fed.

She went to the fishmonger's
To buy him some fish,
And when she came back,
He was licking his dish.

3

Little Bo-Peep has lost her sheep
And cannot tell where to find them;
"Leave them alone, and
They'll come home,
And bring their tails behind them."

4

Hickory, dickory, dock.
The mouse ran up the clock.
The clock struck one.
The mouse ran down.
Hickory, dickory, dock.

5

Hey, diddle, diddle,
The cat and the fiddle.
The cow jumped over the moon
The little dog laughed to
See such sport,
And the dish ran away with the
spoon.

6

Three little kittens
Lost their mittens,
And they began to cry,
"Oh, mother dear,
We very much fear
That we have lost our mittens."

"Lost your mittens!
You naughty kittens!
Then you shall have no pie."
"Meow, meow, mee-ow."
"Now, you shall have no pie."

The three little kittens
Found their mittens,
And they began to cry,
"Oh, mother dear,
See here, see here!
See, we have found our mittens."

Put on your mittens,
My dear little kittens,
And you shall have some pie."
Purrr, purrr, purrr,
Oh, let us have the pie!
Purrr, purrr, purrr."

7

"Baa, baa, black sheep,
Have you any wool?"
"Yes, sir, yes, sir,
Three bags full.
One for my master,
One for my dame,
And one for the little boy
Who lives down the lane."

8

There was an old woman
Who lived in a shoe.
She had so many children
She didn't know what to do.
She gave them some broth
Without any bread.
Then she kissed them all soundly
And sent them to bed.

THE GAME OF THE SEA
by Aileen Fisher

The sea plays a game
all day, all day,
and at night when the sky is black.
The sea starts running
away, away,
if the wind is strong or slack.
But it never gets lost
or goes astray
if the sky is cloudy or misty gray,
For though it goes running
away, away,
it always comes running back.

BUGS

I like bugs
Black bugs
Green bugs
Bad bugs
Mean bugs
Any kind of bug.

LITTLE SNAIL
by Hilda Conkling

I saw a little snail
Come down the garden walk.
He wagged his head
This way .. that way
Like a clown in a circus.
He looked from side to side
As though he were from a
Different country.
I have always said he carries
His house on his back.
Today in the rain
I saw that it was his umbrella.

SUNNY DAY
by Ilo Orleans

The sun is shining
in the sky,
It shines on stream
and sea.
It shines on field
and lake and hill.
It shines on you
and me!

THE EARTH
by Pauline C. Peck

You and I live on the Earth,
With trees and birds and flowers.
We know the moon has none of these,
So we're glad the Earth is ours.

SNAIL

Everybody nowadays
Seems in such a hurry.
The world is most
Too swift for me
Still I never worry.
Independent, slow but sure,
I travel on my way.
My home I carry
On my back.
I have no rent to pay.

THE LITTLE TURTLE
by Vachel Lindsay

There was a little turtle.
He lived in a box.
He swam in a puddle.
He climbed on the rocks.

He snapped at a mosquito.
He snapped at a flea.
He snapped at a minnow.
And he snapped at me.

He caught the mosquito.
He caught the flea.
He caught the minnow.
But he didn't catch me.

MUD
by Polly Chose Boyden

Mud is very nice to feel
All squishy - squash between
the toes.
I'd rather wade in wiggly mud
Than smell a yellow rose.

Nobody else but the rosebush
knows
How nice mud feels between the
toes.

DOWN! DOWN!
by Eleanor Farjeon

Down, down!
Yellow and brown
The leaves are falling
Over the town.

RAIN (RAINING AGAIN)
by Dorothy Aldis

Raining again.
and raining again.

Freckles of rain
on the window pane.

It pricks into puddles
like millions of pins.

For a minute it stops -
and then it begins.

And John flats his nose
on the window pane.

Watching and watching
and watching the rain.

John can't remember
he's ever been
any place else but -
always in!

THE LITTLE KITTENS
by Eliza Lee Follen

Where are you going,
my little kittens?
We are going to town to get
us some mittens.
What! Mittens for kittens!
Who ever saw little kittens
with mittens?

Where are you going,
my little cat?
I am going to town to
get me a hat.
What! A hat for a cat!
A cat get a hat!
Who ever saw a cat with a hat?

Where are you going,
my little pig?
I am going to town to
get me a wig.
What! A wig for a pig!
A pig in a wig!
Who ever saw a pig in a wig?

APPENDIX "C" - Short Stories

1

"Look at the picture," said Jane. "It's a good one. There's Tom. He's in the back row. Do you see him? There's Jane. She's next to Donna. Do you see Jane sitting there?"

2

The boy walked into the room. He saw Dan looking at him. Tom was looking, too. Mary was looking at him. Father and Mother kept looking, too. No one took his eyes off the boy.

3

"I hear a strange sound," said Don. "It sounds like it's coming from the basement. What could it be? There it is again. It's the same sound. I wish Father were here. I wish Mother were here, too."

4

Mary's horse can jump over a two-foot wall. The horse is a very good horse. Its name is Star. With a little bit of practice it can jump over a wall twice that high.

5

How will the boys get to school? The snow looks too deep to walk. It looks too deep for the school bus. It must be two feet deep.

6

A little animal came out of the garden. It was black and white down its back. It had a big tail. Tom wanted to get it some milk. When Mother saw the animal she told Tom to run away from it.

7

One day the children went to school early. They didn't forget what they were going to do. Everyone waited for Mr. Jones to tell them to get ready. They were going to the firehouse.

APPENDIX "D" - Choral Reading

PRETENDING
by Pauline C. Peck

Girls: Sometimes I'm a bunny,
Hopping on the ground.
Boys: Sometimes I'm a kitten,
Running all around.

Girls: Sometimes I'm a pirate
Sailing out to sea.
Boys: Sometimes I'm a dragon,
But all the time, I'm me!

BABY SEEDS
Unknown

Solo 1: In a milkweed cradle
All: Snug and warm,
Girls: Baby seeds are hiding
All: Safe from harm.

Boys: Open wide the cradle
All: Hold it high!
Solo 2: Come, Mr. Wind!
All: Help them fly.

STRANGE PLAYFELLOW
by Leland B. Jacobs

All: I woke to hear the rain,
Tapping on my windowpane,
Tapping there as if to say,

Solo: "Get your boots and come and play."
All: Tapping out a little plea,
Solo: "Come along and play with me."
All: But when I dressed and went to play
Solo: That rascal, rain, had run away.

THE ANT AND THE TOAD
by Pauline C. Peck

Boys: Alice Ant was carrying
a very heavy load,

Girls: When along came her enemy
the great horned toad!

Boys: "Watch out, Alice!"
the horned toad sung,

Girls: "Or you'll soon be rolled
in my long, sticky tongue!"

ALONE

Joseph Paget-Fredericks

Solo 1
I never had walked quite so far
All (weirdly)
Alone,
Solo 1
And as I closed the garden gate
Girls
And slipped into the leafy lane
Boys
And saw the winding road ahead,
Solo 1
I felt so very quite alone,
Girls *(Solo 2 - (echo)*
Walking along alone.

Solo 3
I hadn't gone so very far
(gulp) alone
Girls
When all the staring huge oak trees
Boys
Came shuffling, crowding round me;
Solo 3
And then I wished I was at home.
Solo 4 (echo)
I felt so very quite alone
All *Solo 5 (ghostly)*
Walking along alone.

Solo 6
A few more steps to the road's bend
All (mournfully)
Alone,
Solo 7
And then I stole a glance ahead.
Boys
It's awfully shady, dark beyond,
Solo 7 *All*
So I just turned and ran and ran.

DUCKS DITTY

Kenneth Grahame

Row 1
All along the backwater,
Row 2
Through the rushes tall.
Row 3
Ducks are a-dabbling.
All
Up tails all!
Girls *Boys*
Ducks' tails, drakes' tails,
All
Yellow feet a-quiver,
Girls
Yellow bills all out of sight
All
Busy in the river!
Row 4
Slushy green undergrowth
Row 5
Where the roach swim.

Row 6
Here we keep our larder,
All
Cool and full and dim!
Solo 1
Everyone for what he likes!
All
We like to be
Girls
Heads down, tails up.
All
Dabbling free!
Girls
High in the blue above
Swifts whirl and call
Boys
We are down a-dabbling
All
Up tails all!